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Winter 1-1-1984

## Yale Nurse

Yale School of Nursing

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# Yale Nurse

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**PRESIDENT GIAMATTI AND DEAN DIERS**

**JANUARY 1984**

# Yale University School of Nursing

ALUMNAE/I ASSOCIATION

## Newsletter



Published three times a year  
by the YUSNAA

Deborah Ward '77  
Editor

Please address all communication to  
Mrs. Mary C. Colwell, Executive Secretary  
Yale School of Nursing Alumnae/i Association  
855 Howard Avenue, P.O. Box 3333  
New Haven, Connecticut 06510

January 1984

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### CONTENTS

- P. 3...Donna Diers Address
  - p. 8...60th Celebration
  - p. 10...Archives
  - p. 10...Alumnae/i Activities
  - p. 11...Faculty News
  - p. 14...Student News
  - p. 16...Alumnae/i News
  - p. 16...In Memoriam
  - p. 16...Class Notes
  - p. 18...Changes of Address
- 

### From YUSNAA President - Jean Butler '50

As we go to print, final plans are made for a Northern California YSN Regional alumnae/i meeting in San Francisco on January 9th at which both Donna Diers and Judy Krauss will be guests.

The Alumnae Office will help with arrangements for regional alumnae/i meetings! We hope that there will be more such gatherings around the country. YSN Grads are good for each other!

\*\*\*\*\*  
**Save These Dates**  
\*\*\*\*\*

ALUMNAE/I WEEKEND 1984

ANOTHER SUPER WEEKEND IS BEING PLANNED

for JUNE 7-8-9, 1984

Activities will start on Thursday at 6 p.m. with a picnic supper, and will continue through Saturday evening. This weekend will be a chance to salute Donna Diers during her final year as our dean.

Special reminders to classes which are having reunions this year -

1929	1944	1954	1969
1934	1949	1959	1974
1939		1964	1979

Are you a member of one of these classes?  
Start contacting your friends, and make arrangements for the trip to New Haven!!

Details and reservation forms will be sent to everyone by April 1st.

\*\*\*\*\*

### NEW YORK RECEPTION

On April 3, 1984 the AYA will be having a reception (the fourth Annual) at the Yale Club of New York for alumnae/i of the Graduate and Professional Schools. President Giamatti and the Deans look forward to this opportunity to talk with graduates of these schools who live in the New York area.

\*\*\*\*\*



## The Adventure of Thought and the Adventure of Action

Donna Diers addressed the Graduate and Professional Assembly on September 12, 1983. Here is the full text of her talk, to share our pride and pleasure with the alumnae/i.

Mr. President, Officers of the University, decanal colleagues, faculty, students of the graduate and professional schools of Yale:

It is reported that at an anonymous institution somewhere north of here, the dean of the law school annually greets incoming students with the instruction to each student to look to the person on the left and the one on the right and realize that in a year, only one of the three of them will be left.

It is written that at a fictitious medical school, the dean greets the new students with the news that of their number, ten will fail the science courses, two will contract tuberculosis, one will die of hepatitis and four will become schizophrenic.

A friend informs me that at a certain business school (also somewhat north of here) the dean's introductory remarks are an extended plea for generous gifts to the alumni fund.

I have resisted copying the law school approach, for it simply is not true, in law or any other school. I have discarded the proposed medical school orientation because it, too, is not true. And with character I have put aside the temptation to plead for alumni fund gifts.

I have struggled, however, for a way to provide for all of you a shared picture of what this place is and alert you to examine your experience within it. For just as commencement addresses take one last shot at filling in the spaces in the graduates' learning, sealing in the resin, as it were, orientation remarks should make the sap flow, not be just filler between two hymns.

One fact (perhaps the last true example of that endangered species you will encounter) I give you: by Yale's tradition, there is no commencement address. Thus, arduous as your time here may be, you may look forward in 1984, or 5, or 6, or 7, or 8, or 9 (we do hope you are all gone by 1990) to a mercifully brief and moving commencement at which, by God's tradition, the sun almost always shines.

At first glance, nothing other than your simultaneous presence seems to provide common ground. Unlike undergraduates, you are not defined well by age or even generation. Some of you are already beyond basic professional education, for you are already musicians, foresters, actors, nurses, teachers, perhaps published poets. Some are entering a profession for the first time, and will emerge from here as physicians, lawyers, scholars, ministers, managers, scientists. Some will find the experience more contemplative than social; others will mine the human encounter, whether the encounter is with

audiences, juries, parishioners or patients. Your tools will be pencils, protractors or computers, or you will practice with your hands, voice, body, argument or empathy.

A reading of the bulletins of the various professional schools, and the graduate school you now enter, reveals little consistency in requirements for the degree, course loads, curricular structure, advisor systems, grading practice, or for that matter, tuition. Yet every single catalog defines the student body by its unusual promise, demonstrated talent, and strong motivation, which is why you are here.

I, on the other hand, am here today to try to bring together, at least in abstraction, the various graduate and professional schools and students. And perhaps in the process, propose some ways of thinking about higher education that might make sense of your own experience as well as this event.

The literature in higher education is full of invidious dichotomies. "Art" is the opposite of "science," it is said; "science" is not "scholarship"; "pure" science is set against "applied" science; "science" or "scholarship" are contrasted with "performance" or "practice." The heuristic usefulness of such dichotomous divisions has become locked into educational policy and politics and, unfortunately, by labeling the core of disciplines, it may be thought that boundaries are also defined.

The words used to define are thought also to describe disciplines, which is not true. In all cases, the words understate the scope and majesty of what you enter here. "Art," for example, does not completely describe the work of the musician, actor, painter, poet or architect. "Science" does not contain the whole of biology, medicine or physics. "Scholarship" is not all there is to history or French or political science.

If there is an important dichotomy to understand, it is not the ones I have set up as straw men. It is the difference between undergraduate education and graduate education. Among the many ways to think of that difference, I have chosen three.

The first is that graduate and professional students are older than undergraduates. A fairly obvious empirical observation, perhaps, but oddly one does not see much consideration of what that observation might portend. Undergraduates are most often 16 to 22 year old. Cognitive psychology, human development and any number of other disciplines have helped us understand that people--16 to 22-year-old people--may look grown up but have had a very limited number of years in which their neurologic functions, hormonal balances or social learning have prepared them to grasp the intricacies of both the "liberal arts" and late adolescent life development. It is something of a modern miracle that universities do as well as they do with a confusing societal mission of educating people whose synapses are



less than fully functional, not only to grasp the subtleties of literary interpretation or research method, but to understand the world and make choices about living in it with civility, humor and a personal sense of self and values. The students are to be congratulated for the accomplishment as well!

For the faculty of the graduate and professional schools, there is the unstated luxury of being able to depend on working with people with a level of life experience and maturity that allows collegiality impossible when students are younger. Whether as students you feel ready for it or not, the process of graduate and professional teaching is to draw out rather than to stuff in.

The newer intellectual disciplines rely heavily on the flashes of insight of those new to the field, for innovation and discovery are simply waiting to be made. The older fields rely on new people to question the very nature of historic truth, for understanding is advanced when we know more about the context of discovery and verification and we cannot know that until we have new contexts, which you bring, against which to test older ideas. The limits of human capacity--intellectual ability, sensitivity, experience or intuition--keep being expanded and we depend upon you to push.

It happens in all fields. The flute is now not only a wind instrument; in the hands of some, it can also be a percussion instrument, thanks to the effort of one who did not take for granted the limits of the tool. Number theory is profoundly changed by someone who did not believe that the traditional way of thinking about prime numbers exhausted the possibilities. The social significance of drama and the theatre is intensified when public performance is used to teach us something about apartheid, or dying, or intimacy, or the use of silence or the glory of language as it illuminates life. Forestry is no longer only the study of plants and trees and how they grow, but the relationship of that to human life and leisure, and then the consequences of human interventions upon nature. Law is not just logical argument, but increasingly ethics, tragic choices, standards for civilized existence.

The first theme, then, is that graduate education is interactive, for the clashing of minds and ideas is what moves knowing forward.

The second theme has to do with a part of what is to be learned: skill.

"Skill" is a much-abused notion, for it implies a mindlessness--a division of thought from physical action. There is something vaguely prepubertal about the notion of "skill," as if all the skills one would ever need to know are learned by the age of ten. "Skills" are the rudiments of more complicated things, it is thought, and therefore rote, unchanging, mechanical.

The acquisition of skill is taken to distinguish graduate education in the humanities

and social sciences from professional education, and advanced education from undergraduate. There is in all the graduate and professional disciplines important emphasis on development of skill--whether it is measurement calibration, listening to heart sounds, paint brush technique or careful documentation of sources.

Advanced education must include skill development, but it is neither fair nor accurate to assume that use of such skill is easy or automatic. What is to be accomplished in graduate and professional education is in part the absorption of learned skills so deep into the banks of memory and fibers of the nervous system that they can be called up and counted upon with instant reliability. Viewed from outside, excellent performance--whether it is acting or lecturing or writing or diagnosis--appears so effortless that it is therefore thought to be only skill. Carefully learned skill frees the mind for analysis, for decision-making, for innovation and choice, whether the choice is a tint or shade of color, a kind of breath control that makes the bass notes vibrate, a twist of meaning, or an original hypothesis.

Skill is thought to be static; once learned, it sticks and endures. Yet the importance of skill is that it is never taken for granted. The 200th time one plays a D minor scale, the 3,000th picea pungens one sees, the 154th laboring woman one supports, the 72nd reference on a given topic all remain fresh to the educated person; for there is always an opportunity to learn more and to make understanding deeper through repeated experience. No matter how many times data collection is done, every occasion contains the possibility of creation, of discovery and therefore of change.

Skill is application and thus connects the mind and intellect with the body, and both of those with the social contract. Learning skill is advanced beyond undergraduate education which does not require mastery, but at the same time, skill is not what defines graduate nor professional education, for skill mastery is only the board from which it is possible to leap.

The third theme here is perhaps the most important characteristic of graduate and professional education. It is the element of passion that you bring to it because you have chosen a life of special devotion to a particular interest. What makes one choose to continue to pursue some line of inquiry, some discipline, science, art or profession is passion--a love so deep that to express it fully requires immersion. More than a passion simply for learning, this passion inflames the spirit and forces one not just to learn or to practice but increasingly to become. One is a scientist, a minister, a scholar, an actor, a physician.

Passion is informed by wonder. Wonder



is felt in recognizing endless possibilities in the chosen field. There is wonder in discovering the need to balance responsibility with liberty, discipline with license, containment with exploration. And there is wonder in realizing that the challenge of school is no longer purely intellectual, but rather is figuring out what you are, so as to use that ability, talent, intellect, experience, soul to both fuel and live up to the intensity of commitment passion requires. That realization does not happen until one has identified, on whatever grounds, one's choice of basket to put one's eggs in.

Along with passion and wonder goes another dimension of the intellectual work of specialization. That is the learning of generosity, for to feel wonder is to admire the work of others or the mystery of the unknown, which is an act of giving, of generosity. And that generosity is followed quickly by the pain of humility as one confronts the bottomless realization that there is always more to learn and feel and grasp than one possibly can.

The quality, then, that most distinguishes undergraduate from graduate education, no matter what the field, is specialization.

Now, commentary on higher education is full of hortatorial demands that students not become so specialized in particle physics or the novel of the 19th century, or law, or medicine that you can no longer appreciate Jackson Pollack, Don Shirley's jazz or a walk in the park.

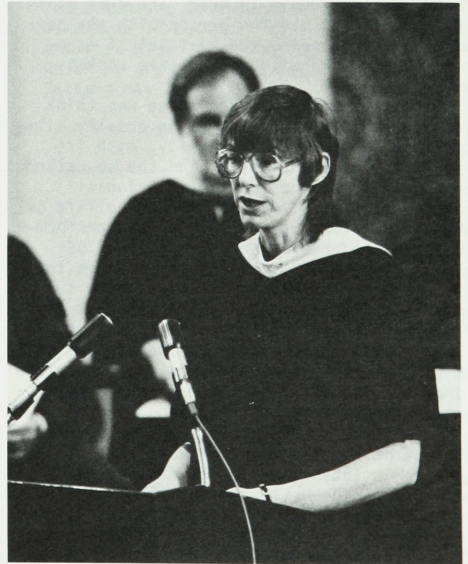
Specialization as intellectual effort is not so much narrowing as it is deepening; not so much removing one from thinking about other things beyond one's particular specialty choice as developing that part of the physiological brain in which analysis and synthesis, creativity and imagination can be channeled.

To choose a field of study or professional practice is indeed to eliminate competing choices. But to choose to pursue law and not simultaneously follow philosophy, or to follow a passion for history and not composing, or medicine and not forestry is only a focus, not a decision to let atrophy other interests and talents. A liberal education gives one an appreciation, even a love, for bodies of knowledge or information or fields, and therefore the capacity to admire the work of others. Choosing one field does eliminate an equivalent investment in another, but does not cancel enthusiasm. People of scope and brilliance, which is what you are, can easily accommodate more than one thought at a time, and more than one focus of energy. Further, a decision for specialization in training at one time does not preclude either a change of mind or a different decision at another time. What we worry about is that your passion for whatever field you have chosen not consume you entirely so that your other interests or enthusiasms or expressions of gifted amateurism go undeveloped.

Many otherwise sane writers have complained wistfully that the store of information

in any field and any specialty is now too great to be comprehended by any single person.

It is not only the accumulation of knowledge that has made it impossible now for anybody to grasp the whole of any theory, whether it is the role of symbolism in Shakespeare, the ecology of the Sahel, sonata form from Mozart to Bernstein, constitutional law or financial analysis. What has happened to knowledge is that the world has intruded upon it and now ideas that once could be considered in pristine isolation hold no validity without an understanding of their history, and place and geography. Freud's views of libido, ego and id are no longer possible to understand and appreciate for their historical significance, if not for their predictive value, without understanding the life of his time and place, his addiction to cocaine, his wish to appease his reading public by calling hysteria a female fantasy rather than a realistic reaction to incest. The study of the effect of acid rain on the ecology of New England is enlivened when the economics and politics of industrial and military development are added. Contemporary history, economics, literature or art are fundamentally changed when alternative paths of explanation are provided by the increasing attention to information from those who did the work of battle, rather than leading the charge, or those who saw the bombs dropped or their families led away, or those who care for people wasted physically or culturally when artificial drought claimed their land because the water was diverted elsewhere.





What links the graduate and professional schools or disciplines is not only their difference from undergraduate education but their shared values and the nature of the work. The notion that there is a real difference between "graduate school" and the University's "professional" schools implies a uselessness to the tradition of scholarship for its own sake that is fair neither to the humanities students nor to their colleagues in performance.

"Pure" or more generally "basic" science or scholarship (for the two are very much the same in a context of values) has been thought to be pure or basic because the content of the field and of the research or scholarship is untouched by values, which are thought to be corrupting when they eliminate, consciously or otherwise, consideration of alternative hypotheses or points of view. Perhaps only number theory or theoretical physics are immune from a societal context, but even if they are, so what? Is there truly an important difference in either the science or the scientists, the scholarship or the scholar between whose fields which produce useable, applicable information more or less immediately, and those which do not? They are different, surely, in their methods, and perhaps in the psychology of their adherents. But doing mathematics or nuclear physics is neither harder nor easier than doing law, or medicine, or composing, land management or nursing.

Scholarship or science are professions just as architecture is, or business, or stage design, pediatrics or any of the other majors you have signed up for. There is no intellectual arena in which application or performance is either impossible or forbidden. Even in the most esoteric and least functional field, the science or scholarship is used, and that means applied, to stimulate the person with the next theorem or hypothesis, the next set of equations, if not for building a better rocket launcher.

The distinction between those who think and those who do reminds me of an equally silly comparison between the University, with its ivory or ivy-covered towers, and the so-called "real world." As President Giamatti has pointed out, the life of the mind, the life of study and scholarship and science and performance is no less real than any other way of living. Thoughtless stereotyping assumes that science or scholarship is creative, uses the imagination, requires discipline and that the performing arts or applied sciences do not.

No one who has watched a student cellist work for precisely the right angle of the elbow to draw out the pianissimo required by the composer can believe that for long. No one who has watched actors rehearse, knowing that the study of the language, of movement, of the playwright's intentions, of psychology has preceded the rehearsal, can doubt the complexity and intelligence of that particular kind of doing. No one who has sat through a case analysis in marketing and heard the use of

economic theory, analysis of human behavior, and ethics can come away thinking business is simple.

Thus, in a search for ways to describe what is common to the experience of the kind of specialization and professional education that you are here for, one must discard the convenient labels and go for a commonality, really a community of meaning, bound together by some shared conception of the nature of the work, mutual identity, equality, and equity.

I spoke earlier about the influence of personal development upon the life of the mind, about passion, skill, wonder and qualities of intellectual work. And I suggested that the words used to describe the field of graduate and professional study--art, science, applied science, performance, practice, scholarship--do not completely adumbrate the work.

Perhaps what we are about, in part, then, is the teaching and learning of craft.

Crafts, it is thought, are minor art forms done by nimble-fingered natives or by women at home with time on their hands and a basket of yarn at their feet, so maybe you shudder at the notion that your art or science or profession might have something of craft in it.

Craft has the meaning of strength as well as skill, and surely the muscular leap of insight the scholar, the clinician, the lawyer feel (and "feel" is the operative word) when she or he suddenly understands is a show of strength. In crafts, the esthetic is connected with the functional. The work of the mind in craft is holding a mental image of the finished product, then selecting material, tool and technique to create. Such selection is very complicated and requires much more than mere practice or skill, for it takes knowing the structure--the theory, if you will--of the wood or metal or warp.

Craft requires more than understanding of the material, just as scientists and scholars and clinicians and performers cannot settle for simply knowing and keeping that knowledge confined in the head. Craft is what the delicate work of science and scholarship is, when the struggle for clarity and precision is going on. Craft implies beauty as value. The search for beauty is what motivates the clinician as much as it moves the performer; the scholar and scientist as much as the artist. Surely cure is more attractive than disease, and belief more beautiful than confusion; logic is prettier than irrationality and order more decorative than chaos. Nature can produce art but only human beings can do craft.

"Craft," unlike "scholarship" or "science," implies visibility, a product of the hands. The work of hands is nearly always less valued than the work of the mind, but visible work is complicated because it is judged by others. Yet the work of all the



graduate and professional fields is visible, always.

Scholarship is visible when it is published or taught and it requires exactly the same discipline of form and style, substance and clarity as service or professional practice. The craft of the lawyer, the minister, the physician brings together the parts of the discipline called art or science in the service of others, so the notion of craft as service is yet another way in which the work of the graduate and professional fields have a common base. In fact, all of the fields are not only crafts, but also have in them all art and science and scholarship as well as service, and all share a common purpose. And that purpose is, precisely and painfully, to change the world.

Some of us have a societal professional mandate for change, we physicians, nurses, lawyers, ministers. Some of us have a less explicit but equally compelling agenda: to make the world more beautiful through music, or art, or architecture, or writing, poetry or their complex mix in theatre. Even the most arcane of the academic disciplines harbors this operational mission of production, whether the product is formulas, or gifts of graceful expression. All visible products, then, of graduate and professional school faculty and students change the world, for we cannot help but make change.

What is exciting about being in this place, in this blink of geological time, is that we are entering a period of the most profound change. Yes, there will be substantive discoveries of subatomic particles or explanation of autoimmune disease of socioeconomic trends or computer applications and you will make some of them. But you will also participate in more ephemeral changes, as you inadvertently do today.

The President's choice to provide me the opportunity to greet you this afternoon is a symbolic event both for you and for me. I have chosen, therefore, to speak in metaphors of community, commonality, living and connectedness which are rooted in my intellectual tradition as a woman and conceptual base as a nurse.

There is one final way in which we are all connected. We are all part of the moving river of history and tradition, as your printed program makes clear. I am privileged today to wear the academic gown of Elizabeth Bixler Torrey, third Dean of the School of Nursing. Fortunately, it fits. The hood I wear is the academic hood of Annie Warburton Goodrich, first Dean of the School of Nursing, and it is over 60 years old. Its threadbareness is deserved.

I shall end then, by invoking my predecessor's words. Miss Goodrich was writing in 1933 about why nursing should be a university-based discipline, for Yale was the first university to accept nursing as a field worthy of the University's standards and name. Her words are

about nursing, but I ask you to make a mental substitution of your own noun, for her truth transcends my beloved field.

She begins by quoting one Chancellor Lindley:

A liberal education will lift any ordinary job from the level of task to the level of an art, and from the level of an art to the level of a religion--through the leadership of artists, not the merchants of art.

Miss Goodrich goes on in her own words:

To be less than artists in this field of human engineering is to betray the greatest cause upon which man has yet embarked.

And she continues:

...the function of the college should be to stimulate, not appease the great hunger for life of mental satisfaction.

To the nurse...

(she says, and here, substitute scholar, actor, musician, lawyer, physician, whatever your profession)

...to the nurse, working in the different levels of the social structure, in touch with the fundamentals of human experience, is given a unique opportunity to relate the adventure of thought to the adventure of action;--this to the end that a new social order to which we are committed by our forefathers may be realized.

Thank you for your attention.

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THE SOCIAL  
AND ETHICAL SIGNIFICANCE  
OF NURSING

A series of addresses  
by

Annie Warburton Goodrich

This book is available at the School!  
Send request with \$6.50 check made out to  
Yale School of Nursing to:  
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Yale School of Nursing  
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New Haven, CT 06510

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# 60th CELEBRATION

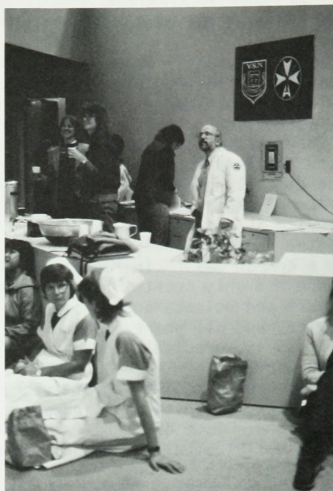
## Students Celebrate

On the afternoon of November 1st there was continuous activity in the School - all festivities celebrating the six decades of YSN's contributions to nursing practice, education and research. Everyone was invited to "come as your favorite nurse". There were a few models wearing student attire from earlier periods, a VNA nurse from the '40's, Major Houlihan from M\*A\*S\*H\*, another Army nurse and mostly modern-day types! There were audiovisual presentations of YSN students and faculty, slides of significant people in our past and scenes of changes taken place in the building and a browsing table of published articles written by YSN faculty and alumnae/i.



Karen Johnson '84 ("Hot Lips")  
Chairman of the Celebration

At four o'clock there was a balloon launching ceremony: each person attached a personal wish for YSN's future to the end of the string of a balloon. Associate Dean Judy Krauss gave some words of inspiration (see following article) then the white and blue balloons flew into the wild blue yonder! Donna Diers took the assembled group on a trek down memory lane as she discussed YSN's 60 year history. The celebration was made complete with a beautiful and delicious birthday cake.



## Judy Krauss' Remarks at 60th Birthday Party

On this acknowledgment of our Sixtieth Anniversary I thought it appropriate to launch our thoughts to the heavens with words from our first Dean, Annie W. Goodrich, and our current Dean, Donna K. Diers. There is uncanny similarity in the vision and wisdom of two women separated by sixty years.

Miss Goodrich said:

To be a nurse requires that one speak the tongue of science and that of the people.

Donna Diers said:

Nursing puts us in touch with being human. Nurses are invited into the inner spaces of other people's existence without even asking, for where there is suffering, loneliness, the tolerable pain of cure or the solitary pain of permanent change, there is the need for the kind of human services we call nursing.

Miss Goodrich said:

The determining factor in the privilege of knowledge should be the value of the service to humanity.

She spoke of integrity--material, intellectual and spiritual. Material integrity dictates that only the fruit of our own effort can be justly claimed as our own; and even then our own effort is inextricably and increasingly bound up in the efforts and achievements of others, past and present.

Intellectual integrity forbids that the payment of tuition fees permits the absorption of the



product of other minds in these or other times for mere personal satisfaction, demanding rather that knowledge so absorbed shall take ever new form through new minds and so re-created add to the store of human thought.



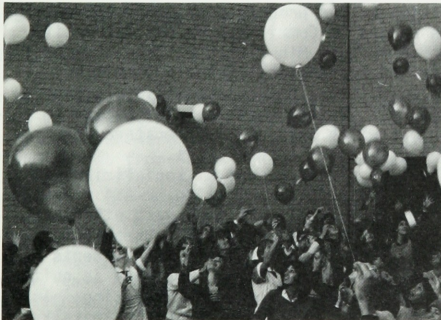
And finally, spiritual integrity is forced upon us through the opening of the doors of knowledge. Once we know that there is knowledge which, if applied, could transform the world we are untrue to ourselves and to the light that directed us if we do not seek to further those ends.

From Donna Diers:

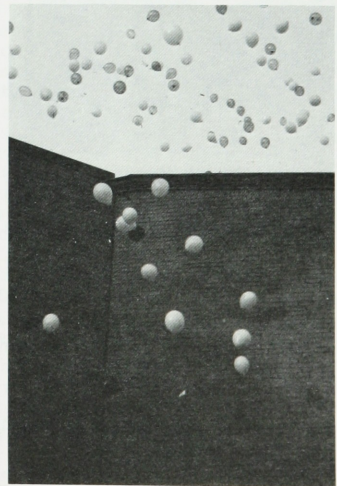
We think of ourselves as Florence Nightingale--tough, canny, powerful, autonomous, and heroic.

It's a good time for nursing...if we do the job right, it will soon be a better time for people who need health care.

With the words of our Deans past and present, I commit these balloons to the heavens. Let our ideas soar that our minds might be free to create a more humane and passionate health care system.



Nursing--excellent nursing--is discipline, choreography, responsibility, caring, skepticism, perseverance, and, above all passion (for detail, individuality and humility). Passion as a part of excellence has a final, overreaching meaning: passion unifies us and makes us spiritual and professional equals.





## ARCHIVES

### Goodrich Portrait Comes Home

This lovely oil-paint portrait of Annie Goodrich has come to rest at YSN. Painted in 1961 by F. Mitchell, it was a retirement gift to Betty Tennant who was a distinguished YSN faculty member.

Virginia Henderson was on the committee which planned Betty's retirement party and gift. "We knew," said Virginia, "that this gift would mean more than anything else to Betty." The painting was done from a photograph of Miss Goodrich, taken when she was the very young and impressive superintendent of nurses at Bellevue Hospital.

Miss Tennant, who is now in frail health, had the portrait displayed prominently in her home for many years. Through the good offices of her niece, Kay Wood, the picture has been given to YSN. Its quality of steadfastness and grace will illuminate our halls.



Help us in our continuing search for YSN memorabilia!

Do you have letters from Annie Goodrich, Effie Taylor, or other YSN deans? In a collection, letters -- even greeting cards or congratulatory notes -- are valuable and instructive historical material. Alumnae/i interested in adding to our growing archive, please send materials or inquiries to the Alumnae/i Office, YSN, 855 Howard Avenue, P.O. Box 3333, New Haven, Connecticut 06510.

## ALUMNAE/I ACTIVITIES

### AYA Assembly — Ros Elms '63

AYA Assembly is held twice a year and it is a great get together of the old and the new blues. But it is more than that. It is a time for learning about Yale. The Yale we knew, the one we didn't know because the University is more than the sum of its parts and Yale as it is experienced today. This is my second year of a three year appointment as the YSN representative to AYA, and I want to share Assembly XXIII held October 20-22, 1983 with you.

Every Assembly has a theme and this time it was "Yale's Residential Colleges". This year marks the fiftieth anniversary of the college system and the weekend was planned to explain, analyze and celebrate college life at Yale. President Giamatti had appointed a distinguished panel of faculty, headed by Professor Donald Kagan to study the Future of the College System at Yale. In April of this year, the report of the committee was complete. It contains a thorough analysis of the advantages and problems encountered in the College system and strongly recommends its continuance and strengthening. During the Assembly, the report and the Residential Colleges were reviewed by faculty, administrators and students. Each AYA representative was assigned a student host and a residential college. It was fortunate to have a young man from Ezra Stiles who showed me around and taught me what undergraduate life is like at Yale in 1983. It was fun and informative.

Most of the time at Assembly is spent listening to lectures or panels. The schedule is solidly booked from breakfast through dinner. In addition to the program meetings, representatives belong to Committees on the University. I selected to join Minorities at Yale and the Graduate and Professional Schools Committee. In both Committees, University officials report on activities, answer questions and engage in discussions which help us to understand University policies and current issues.

There is a fair amount of socializing at Assembly. The people who opt to be AYA representatives tend to like to meet each other and talk about "when I was at Yale". Breakfasts and lunches were scheduled with the students in the college dining rooms. The food is quite good and the conversation was stimulating. I was fortunate to have the opportunity to talk with my student host and a member of the Class of 1916 at the same lunch. One student asked me what it was like at Yale when I attended. The first thing that I told him was that Ezra Stiles had not yet been built. I don't know whether he or I was more surprised at what happened in the past 20 years.



Because Assembly XXIII was designed to celebrate the Golden Jubilee of Residential College life at Yale, there was an elaborate academic procession with faculty dressed in regalia that rivaled the colorful autumn leaves. It was a marvelous sight and the Yale Bank provided just the right spirit to march through the Freshman campus, across the New Haven Green and into Woolsey Hall for the Convocation. Many dignitaries from prestigious colleges were participating in the ceremonies, but only the select were allowed to speak: the Principal of Jesus College, Oxford University; the Vice Chancellor of Cambridge University and the Master of Eliot House, Harvard University. Despite the solemnity of the occasion, they were all witty and clever in their generous praise of Yale. The celebration concluded with a Fiftieth Anniversary Ball in the University Commons. I think that the students clearly had the best time, even if the band did play Glenn Miller.

The Assembly concluded with the usual business meeting of the AYA organization. It is rarely controversial, but when one alum from the Class of 1941 introduced a motion to recommend the reinstatement of ROTC, things got a little exciting. It all ended with a tabled motion, and the establishment of a Board committee to review a previous survey done by AYA and lots of heated conversation.

The weekend ended with a football game between Yale (0) and University of Pennsylvania (17). The less said, the better. Some things at Yale never change. Most of the time, that is probably good. The Residential Colleges are a unique system in the mass higher education offered in most institutions today. It should be nurtured and improved. So should the football teams.

## Regional Meetings

### CONNECTICUT

In November the Connecticut Regional Alumnae/i Group met in New Haven. Folks who braved the stormy weather were rewarded with provocative presentations from three YSN faculty members. Jill Strawn '77, Clinical Nurse Specialist in Psychiatry, told about the development of a unique model for community and professional cooperation in the Yale New Haven A.I.D.S. team. Debbie Ward '77, Adult Nurse Practitioner, gave a pithy rendition of her "day with a politician" during which she hoped to demonstrate to the current administration the practical effects of their policies. And Constance Donovan, Oncology Nurse Specialist, shared with the group her ongoing work toward the development of resources and theory for nursing ethics in the acute care setting.

It is our hope that more of these evenings will provide YSN grads in our area an opportunity

to keep in touch with local professional projects and developments - a sort of local "networking".

Ann Williams '81

### NEW YORK

There will be a Spring Meeting of the New York City area YSN Alumnae/i on March 31, 1984, at the Columbia-Presbyterian Medical Center. The speaker will be Kathleen Reilly Powderly '75, who is Director of the Graduate Program, Columbia University School of Nursing. Her topic will focus on the Neonatal Intensive Care Unit, and discussion of ethical issues confronting nursing practice.

## FACULTY NEWS

### RECENT ISSUE OF PLAYBOY MOBILIZES LOCAL NURSES

A feature story on nursing in the November '83 issue of *Playboy Magazine* has angered members of the Yale nursing community and spurred a protest campaign supported by several groups. Yale University School of Nursing's Delta Mu Chapter of Sigma Theta Tau, the National Honor Society of Nursing, is organizing an effort to protest the article, "Women in White: Nurses Are People, Too". While the text of the article accurately depicts some of the issues currently of concern to the nursing profession, the supposed attempt to enhance respect and recognition for nurses' important work falls flat when accompanied by exploitive nude photographs of the spokeswomen. The inclusion of such photographs implies that the nurses' bodies and faces have some connection to their career choice or enactment, an obvious sexist falsehood. Thus, while the nurses interviewed and photographed claim to be attempting to banish the stereotype of the "all ironclad white, submissive, silent, humorless and sexless" matronly nurse, they are reinforcing the profession's other nemesis, the airheaded, buxom, sex symbol. Few depictions of nurses by the media accurately reflect the intelligence, creativity, hard work and skill which goes into being a competent nurse.

The protest campaign, while spearheaded by the Delta Mu Chapter, is being supported by the Advanced Practice Nursing Group at Yale-New Haven Hospital, the Office of Women in Medicine at Yale School of Medicine and the Student Government Organization of the Yale School of Nursing. Concern is being directed to *Playboy Magazine*, to the nurses who participated in the story and to the Yale-New Haven Hospital's gift shop, which is selling the magazine issue.

Jill Strawn '77



## SOME OTHER HIGHLIGHTS FROM THE WORK OF OUR INDUSTRIOUS FACULTY:

### RESEARCH PROGRAM

Barbara Munro, chair, has just had a three-year study on "Effect of Relaxation Therapy on Post-MI Patients" funded by the Division of Nursing. Barbara presented two continuing education classes at the West Haven Veterans Administration Hospital, one on "Statistical Analysis of Data" and one on "Methods and Instruments." Jane Dixon, Associate Professor, has been presenting research to groups in San Diego, Arizona, Maryland, and San Francisco during the past year.

Associate Professor Madelon Visintainer ('74) gave the keynote address to the Nursing Committee, Greater Hartford Unit of the American Cancer Society, entitled "Nursing Research: It Can Be Done and It Can Be Fun."

### THREE-YEAR PROGRAM

Chair Ann Slavinsky ('67), represented the school at the National League for Nursing Council of Baccalaureate and Higher Degree Programs meeting in San Diego in November.

### COMMUNITY HEALTH PROGRAM

Chair Sherry Shamansky ('69) has launched, along with a colleague at the University of Arizona, a new refereed nursing journal Public Health Nursing, to be published by Blackwell Scientific of Boston. The first issue is due in the spring. Sherry recently travelled to Kent State in Ohio to consult on a research project, "The Health Belief Model as a Clinical Intervention in the Emergency Room," Investigator Susan Jones. Two recent Publications are Sherry's: Shamansky, S.L. and Yanni, C.R. In Opposition to Nursing Diagnosis: A Minority Opinion (Image 1983;15:47-50) and Smith D.W. and Shamansky, S.L. Determining the Market for Family Nurse Practitioner Services: the Seattle Experience. (Nursing Research 1983;32:301-305). Sherry was also recently appointed to the Board of Directors of Tower I, an elderly housing complex in New Haven.

Associate Professor Ruth Knollmuller participated as a panelist as a member of the Board of Nursing Examiners for A Connecticut League for Nursing/Connecticut Nurses' Association meeting called "Connecticut Nurses: A Force to be Reckoned With." At the American Public Health Association Meeting in Dallas this November, Ruth presented her paper, "Assessment of Maternal and Infant Services in Community Health Nursing Agencies in Connecticut." At the same APHA meeting, she presided at a Public Health Nursing Section meeting.

Assistant Professor John Ginnetti travelled to Rochester, New York, to deliver a paper: Greig, A.E., Ginnetti, J., Schiffman, F., Molde, S.I. et al. A Primary Care Approach to Team Practice in a Teaching Hospital. The meeting was the Fifth National Conference on Interdisciplinary Health Team Care, at the University of Rochester Medical Center.

Julie Trepeta ('77), Assistant Professor and Pediatric Nurse Practitioner in the Community Health Program, participated in a talk show on radio station WYBC discussing the needs of children under five years of age, and the resources for children available in the community. Participants included the Hamden Mental Health Center, the YWCA, and the Regional VNA of North Haven. Julie, along with colleagues Tom Cook, Dorothy Baker, Susan Molde, Kay Flynn, and Ruth Knollmuller have chapters in the forthcoming book Primary Health Care Handbook: Guidelines for Patient Education. (Shamansky, S., Shellenberger, E., and Cocere, C. -- editors. Boston:Little Brown.)

Tom Cook, Dorothy Baker, and Sherry Shamansky wrote "Community Assessment" for the book Nursing in the Community (Schoolcraft, V., editor. New York:Wiley, Due 12/83).

Assistant Professor Debbie Ward ('77) wrote the Health Committee report for the New Haven Poverty Commission. This commission was convened by New Haven's mayor, Biagio DiLieto, to address the dilemma of poverty in New Haven, the country's 7th poorest city.

The PSYCHIATRIC MENTAL HEALTH NURSING faculty have an impressive list of recent accomplishments:

Balmer, J. Assessment and treatment of sexual dysfunction. Advances in Psychiatric and Mental Health Nursing, Continuing Education Series, Winter, 1984.

Balmer, J. Paper. Introduction to sex therapy: a basic workshop. Menninger Foundation  
Topeka, Kansas  
March 1984

Balmer, J. Paper. Incest: theory and treatment. Menninger Foundation  
Topeka, Kansas  
March 1984

Balmer, J. Course. Implementation of elective - Human Sexuality. Winter 1984

Davis, D., A. Grieg, J. Burkholder, T. Keating. Evaluation of nurse practitioners and clinical nurse specialists: process and content. Nursing Management. Accepted for publication.

Davis, D. Presentation. Nursing implications of anxiety in the ICU setting. Third Annual Nursing Seminar: Anxiety-Living and Learning. Institute of Living, Hartford, CT. October 28, 1983.

Sharon Holmberg is a recipient of The Nursing Department of The Connecticut Mental Health Center Nursing Award "achievement in the area of community support". Sharon was honored at the Second Annual Nursing Awards Luncheon on Thursday, December 8, 1983 at CMHC. Sharon



also has an article and a presentation to her recent credit.

Holmberg, S. Chapter XIX. Trust-Mistrust. In Beck, Rowins, & Williams (Eds.) Mental health-psychiatric nursing: a holistic life cycle approach. In press.

Holmberg, S. Co-presenter: Church based social clubs: renewed alliances. Sponsored by Community Support Branch, NIMH. Bretton Woods, N.H., October 16-19, 1983.

Krauss, Judith Management of Social Disability, A New Role for Nurses, American Nurses' Association Conference, New Knowledge for Nursing Practice, November, 1983, Denver, Colorado.

Pearson, G. The development of mental health consultation to a foster care placement agency. Public Health Nursing. Premier Issue.

Strawn, J. Issue Editor: Topics in Clinical Nursing, Rehumanizing the acute care setting. (1983) 5:3

Strawn, J. Poster Presentation: Community and hospital response to A.I.D.S.: Nursing Conference on A.I.D.S. NIH Bethesda, Md. October 7, 1983.

Strawn, J. & Balmer, J. Interviewed by Shirley Schaeffer/WELI (half-hour) program - Updating Nursing's Public Image, November 16, 1983.

Strawn, J. & Balmer, J. Interviewed by Channel 8, New Haven TV, November 7, 1983 re: the November Issue of Playboy - "Nurses are People Too: Women in White out of Uniform."

Strawn, J. & Lewandowski, L. Interviewed by Channel 3, Hartford, CT, Concerning the same topic above. Friday, November 11, 1983.

Talley, S. & Chiverton, P. Psychiatric clinical specialist's impact on psychiatric emergency services. General Hospital Psychiatry. In press.

#### MEDICAL-SURGICAL NURSING PROGRAM

Chair Dorothy Sexton is Chairperson of the Nominating Committee of the Section on Nursing of the American Thoracic Society.

Dorothy's recent publications include:

Sexton, D.L. (November, 1983). Some methodological issues in chronic illness research. Nursing Research.

Sexton, D.L. (November, 1983). Wives of COPD Patients: Cast in the role of caretaker. Connecticut Medicine.

Munro, B.H. & Sexton, D.L. (January, 1984). Path analysis: A method for theory testing. Western Journal of Nursing Research.

Med-Surg Associate Professor Connie Donovan was awarded the Florence Wald Diamond Jubilee

award for excellence in nursing practice at the September Connecticut Nurses' Association meeting.

Eleanor Herrman, Associate Professor, has been appointed a fellow of Jonathan Edwards College at Yale. Eleanor presented "Strategies for Teaching the History of Nursing" at the National League for Nursing Convention in Philadelphia. She also presented her work, "Historical Research" at the Boston Nursing Research Network meeting. And she has three recent publications:

Dolan, J., Fitzpatrick, M.L. and Herrmann, E.K. Nursing in Society - A Historical Perspective. Philadelphia: Saunders, 1983.

Herrmann, E.K. "Nursing care in the hospital," In Prologue to Professionalism, (M.L. Fitzpatrick, ed.) Bowie, Md.: Brady Co., 1983.

Herrmann, E.K. "Strategies for teaching the history of nursing." In Perspectives in nursing -- 1983-1985. New York: National League for Nursing, 1983.

#### PEDIATRIC NURSING

Judy Ahlheim Beal ('75) is editor of the newly released book, Issues and Advanced Practice in Pediatric Nursing. (Reston, VA: Reston Publishing, 1983). Contributors of chapters include Jeanne Ruzala-Herbst ('77), Marie Louise Bernardo ('77), Associate Professor, Terry Fox Stoller ('79), and Deborah Ferholt, Associate Professor in Pediatric Nursing. Debbie has also announced the opening of her private practice in pediatric and adolescent medicine.

Marty Swartz attended the Connecticut Nurses' Association Convention on September 14-15. Marty also presented a talk on Parent-Infant Bonding to Yale Medical Students and pediatric residents on October 12 and was a moderator for the Sixth Annual Research Day sponsored by the Mu and Delta Mu Chapters of Sigma Theta Tau on November 5, 1983.

Lois Sadler was asked to Louisville, Kentucky to give a talk, "National Programs and Policies for Adolescent Parents". Lois also participated in the Panel Discussion on "Adolescent Problems".

Carole Passarelli spoke at the June 15, 1983 Greater Manhattan NAPNAP Chapter dinner meeting on "Professional Marketing". Carole was also guest speaker at the Connecticut NAPNAP Chapter workshop on September 29, 1983 program: Learning Problems - The Nurses' Role in Recognition, Evaluation & Management.



# STUDENT NEWS



Linda Schwartz -- is a second year student in the Psychiatric Liaison Track. In the military (USAF) from 1968-1976, her last rank was that of Captain. Since 1980, she is a senior flight nurse of the 69 Aeromedical Evacuation Squadron, McGuire AFB, New Jersey. She was named an Outstanding

Young Woman of America in 1980. She received an American Red Cross Certificate of Appreciation, National Red Cross Safety Services, and a Certificate of Appreciation for work in the Evacuation of Iran. Now, to add to the distinguished list, Linda has been elected President of The Connecticut Nurses' Association. Congratulations Linda!

(Dolores Leona)

## NEWS FROM STUDENT GOVERNMENT ASSOCIATION (SGO)

- Item: YSN student unable to cash check at Yale-New Haven while medical students and doctors are given that privilege.
- Item: A medical-Spanish class, which was previously offered without charge, costs \$80.00 per student this year.
- Item: Many YSN students do not have a safe, convenient place to park.
- Item: YSN was the only school with a large percentage of women that was not invited to send a representative to Yale Womens' Center conference this fall.
- Item: Yale University continues to invest in corporations which produce nuclear weapons and which support South Africa.
- Item: Children and other civilians are dying in El Salvador and Nicaragua because of a lack of medical supplies and equipment.

Despite the fact that the typical YSN student has little free time after putting in the necessary hours for classroom, thesis and

### Order YSN T-Shirts or Sweatshirts

from Student Government Organization

#### T-SHIRT ORDER (S):

SIZE	COLOR	QTY		TOTAL PRICE
_____	_____	_____	@ \$ 7.50 each	\$ _____
_____	_____	_____	@ \$ 7.50 each	\$ _____
_____	_____	_____	@ \$ 7.50 each	\$ _____

#### SWEATSHIRT ORDER (S):

SIZE	COLOR	QTY		TOTAL PRICE
_____	_____	_____	@ \$11.00 each	\$ _____
_____	_____	_____	@ \$11.00 each	\$ _____
_____	_____	_____	@ \$11.00 each	\$ _____

TOTAL QUANTITY \_\_\_\_\_ TOTAL RECEIVED \_\_\_\_\_

For postage and mailing, please add \$1.00 \$ \_\_\_\_\_

TOTAL CHARGE \$ \_\_\_\_\_

COLORS AVAILABLE: navy or red with white lettering

SIZES AVAILABLE: S,M,L or XL

Make check out to:

STUDENT GOVERNMENT ORGANIZATION

Return order form to:

Terri Apriceno  
Student Government Organization  
Yale School of Nursing  
855 Howard Avenue  
P.O. Box 3333  
New Haven, CT 06510

clinical work, the above items cry out to us for our creative energy.

Too often, nursing students do not become involved in arenas outside of our direct educational interests and leave "politics" to others, pleading time pressures, lack of information, and an inability to see the connection with nursing.

This year, a significant number of YSN students are committed to finding, no, making, the time and creating the energy to deal with the items listed above as well as many others that affect our lives as students, nurses, and members of the human race. The world is obviously not going to stand still while we bury ourselves in academia for two or three years. Therefore, the officers of SGO have made a commitment to the following goals.

1. To work within YSN to help each student:
  - a. to obtain the best possible clinical and scholastic experience.
  - b. to get the support they need while in school to cope with stress, fatigue, loneliness and fears.
  - c. to have access to a safe, healthy and just atmosphere while involved at YSN.
  - d. to develop a support system that can be accessed after graduation for personal, professional and political needs.
2. To be involved in the greater Yale University campus so that YSN develops the visibility that has been sorely missing. (How many times have we heard "Oh, I didn't know Yale had a nursing school!"). Some plans include inviting students from other parts of the campus to join us for social events, to co-sponsor speakers and other activities, and to make sure that we are well represented on university committees and at other functions.
3. To provide an opportunity for students through education and action to be more aware of how issues such as racism, sexism, elitism, and militarism affect both our patients/clients and our own present and future lives. If we are committed to providing true health care, we must make the connections between destructive social, economic and political forces and how they interfere with our commitment to the maintenance of wellness and the treatment of illness.
4. Recognizing that we will not be able to achieve all of our goals to the satisfaction of everyone and in the limited time that we have, we plan to lay the groundwork carefully enough so that when the class of '85 has

graduated, there will be even more enthusiastic and committed students to carry on any unfinished business and to find new ways to enrich their education at Yale School of Nursing.

Officers for 1983-84  
President: Sylvia Metzler  
V.P.: David Whitehorn  
Secretary: Susan Fries  
Treasurer: Deborah Garfield  
Socio-Cultural Chairs:  
Karen Johnson  
Susan Fekety

#### STUDENT NEWS

The following students received scholarship monies from The American Legion Eight and Forty Scholarship Fund:

John Cosenza '85  
Margaret Haggerty '85  
Jan Parkosewicz '85

Adele Pike, A Three Year Program Student currently enrolled in the Med-Surg Program as the first student to specialize in surgical nursing, will have an article published in the December, 1983 issue of Dimensions of Critical Care Nursing. The title of the article is "Wound management: The use and myths of anti-septics."

Susan Fekety ('84) has been appointed a Graduate Assistant at Saybrook College.

#### REMEMBER OUR

#### YSN ALUMNAE/I FUND

Student needs grow each year!!

This year's campaign ends on June 30th

Send your gifts to:

YSN Alumnae/i Fund  
P.O. Box 1890  
New Haven, CT 06508



# ALUMNAE/ NEWS

## KUDOS

Dorothea Lemcke Dunn '54, Cardiovascular Clinical Nurse Specialist at Overlook Hospital in Summit, New Jersey since 1978, was selected Medical-Surgical Nurse of 1983 by the New Jersey State Nurse's Association. She was honored on October 14 during the association's annual convention.

The association gives this annual award in order to present a role model to other nurses in the state. Mrs. Dunn was recognized for her outstanding work in the care of cardiovascular patients.

Rhetaugh Dumas '61 and Margretta Styles '54 have been elected to the Institute of Medicine.

Angela Barron McBride '64 was elected First Vice President of Sigma Theta Tau National Honor Society of Nursing at the 27th Biennial Convention in Boston in October. As First V.P. she will work on national program development and nursing research efforts. Also she will focus attention on the implementation of the Society's Ten-Year Plan to communicate nursing's role in addressing health care issues, strengthening the support for nursing research and increasing use of nursing research in education and practice.

Jean Johnson '65 was named the 1983 recipient of the Award for Distinguished Contribution to Nursing Science by the Council of Nurse Researchers. In addition to receiving a plaque, she will also have an American Nurses' Foundation competitive extramural grant awarded in her name. Jean has been professor and clinical chief for Oncology Nursing at the University of Rochester and adjunct professor at the College of Nursing of Wayne State University. She received YSN's Distinguished Alumna Award in 1980. Individuals who nominated her for this recent honor wrote as follows:

"Dr. Johnson pioneered the study of pre-operative preparation for surgery and the effects of accurate expectations and behavioral instructions on patient reaction during various health experiences and medical procedures..."

I know of no other nurse researcher's work who has influenced both the course of her profession and that of Psychology as Dr. Johnson has."

"More than any other nurse, she has translated research to practice... It should be emphasized that her greatest influence of all has been as a role model for what the quintessential scholar is and does."

Dr. Johnson's work "is not only used and

cited by nurse scholars, but also by scholars in other disciplines, as well..."



## In Memoriam

Florence Blake - YSN faculty 1942-1946 died in September in Madison, WI. She was a well-known and loved teacher and author in the field of Pediatric Nursing.

Catherine McGlennan Head ex'39, deceased -- date unknown.

Loretta (Frannie) Mahoney Gill '43 died October 11th in the hospital where she had worked for the past 19 years - St. Elizabeth's Hospital, Brighton, MA.

Elizabeth Reichert Smith '45W died on October 16th from a sudden heart attack while awaiting a flight to Boston at the Washington National Airport. Brilliant career as teacher, writer, administrator. At time of her death, was Chief of the Center for State Mental Health Manpower Development. Received Distinguished Alumna Award from YSN in 1975.

## Class Notes

Esther Greeley Howes '43 was honored at a testimonial dinner in November at the time of her retirement as the Barnstable County Health Officer.

Edith Lingle Hollan '46W has been charge nurse in the ICU-Burn Care Unit at Fort Sam Houston and recently has been appointed to the newly created post of Nurse Epidemiologist for ISR. Edith is looking for courses in Epidemiology for nurses.

Betty Wortham '51, director of Education at LeBonheur Children's Medical Center in Memphis, is much involved with the annual Pediatric Symposium sponsored by The Department of Nursing. This year's topic will be "Pediatric Pulmonary Problems". Call her if



you want to know more about it --  
(901) 522-3044.

Helen T. Watson '53 was honored by the UConn School of Nursing in December at a retirement dinner. She received her M.S. degree in Psychiatric Nursing at YSN in 1953, and has been an Associate Professor of Nursing in Community and Child Health at UConn for many years. Helen has also participated in many committees for the State of Connecticut using her expertise in working with interdisciplinary groups.

Martha Metzel Mohler '54 "re-entered" nursing in 1978; this year she completed a post-master's certificate course in Health Services Administration at Georgetown Univ. She's now Assistant Director of Nursing in a long-term care facility in the D.C. area.

Cheryl Tatano Beck '72 had a baby girl on October 1983. She moved to Michigan and will be there for three years. Cheryl plans to start teaching part-time in January.

Carol Garant '73 is Vice President of the Yale Club of Boston, and is their official representative to AYA. This means she'll be coming to New Haven at least twice a year for the next three years!!

Beth Meintrup Smith '73 and family have bought a house in Houston. Beth has started classes which will lead to a Ph.D. in nursing and she has a job as PNP at M.D. Anderson Hospital - a cancer center with a large pediatric department. She is working with children having brain tumors!

Helena McDonough '75 has been appointed an Assistant Professor of Nursing at Mass. General Hospital Institute of Health Professions. She is also a founding board member of The South Shore Birth Center Task Force, Inc.

Cecelia Mukai '76 is an instructor of the University of Hawaii in Health Assessment, and Med-Surg Nursing. She and Leonard have two sons, Eric (7 years) and Aaron (3 years).

Anne Hoff '77 travels again:

I'm off to Honduras on November 15 to work with the organization CONCERN in an El Salvadoran refugee camp thirty miles inside the Honduran border. I've accepted a six month contract and will have options to extend or renew provided that the work in the camps continues. My official position will be "nutrition coordinator" for a population of 12,000 people, dealing particularly with high risk groups such as mothers and young children. It's likely, also, that I'll be involved with training of community health workers among the refugees.

The camp, Mesa Grande, is quite well-established, and therefore the health status of the inhabitants is reportedly better than that I've encountered in similar situations. Also, the staff living conditions are somewhat different; I'll be living inside the

camp itself, in a canvas-sided, wood-floored, metal-roofed structure with latrine and cold water facilities, but no electricity.

Needless to say, my emotions run the gamut as I begin the ten day pre-departure countdown. Overall, I'm very excited, both about the length of the contract and the fact that this time I will be able to work without an interpreter. Of course, I'm concerned about my (in)ability to communicate fluently in Spanish and about the military and political situations in the region.

Once again, I can only make a plea for mail support from my friends and promise sporadic, at best, replies. All mail will be hand-carried from the CONCERN office, hopefully twice monthly. Please don't send any periodicals or clippings regarding Central America.

Anne Hoff  
c/o CONCERN  
P.O. Box 1790  
Santa Ana, CA 92702

Jeanne Ruszala-Herbst '77 had a baby girl, Catherine Ann, on November 12th.

Mary Hatton Gibson '78 was married during the summer of 1983.

Chris Cannon '79 is a supervisor at Hartford Municipal Government Health Services. He is writing programs, and involved in policy making and supervising staff, there has been a reorganization of the whole department.

Jody Gross '80 is a Senior Research Nurse at the Comprehensive Cancer Center, University of Miami.

Claudia Buzzi '81 and her daughter, Suzanne, visited YSN in November. They're in this country for the Fall semester, while her husband is teaching.

Nora Glass '82 is a Clinical Specialist at Charlotte Hungerford Hospital Day Treatment Unit in Torrington, CT.

JoAnn Graziano '82 is a PNP at Babies Hospital in New York City, involved in Research Project following infants and young children of mothers on Methadone Maintenance and drug abusers...providing well child care and acute illness visits. JoAnn does most of the neurological developmental testing as well as numerous aspects of data collection.

Michelle Johnston '82 has completed one year as CNM at Highland General Hospital in Oakland, CA. She works with 8 midwives in providing care for Alameda county. It has varied patient population - and "I am learning a tremendous amount concerning their traditions, surrounding pregnancy and childbirth. About 35% of the patients are Southeast Asian refugees from Vietnam, Cambodia, Laos and Thailand. There are also many Korean and Chinese women. 20% are Hispanic from various Latin American countries, 40% are



English speaking "Americans", the remaining few % are refugees from other parts of the world - Ethiopia, Somalia, Afghanistan, Iran to name a few. Language is a major barrier but we have an amazing interpreter service at Highland - though at 4 a.m. on the weekend it can be hard to get someone - so I am becoming very adept at birth by sign language!!"

Rebecca Stockdale-Woolley '82 had a son, Jacob, born August 18, 1983.

Both Leslie Antonelli Sullivan '82 and Ann Atherton '82 have had babies this fall.

Sue Ballard '82 and Regina McNamara '83 had a paper published in July/August 1983 -- Nursing Research on "Quantify Nursing Needs in Home Health Care" - a report of their thesis.

Frances Combe '83 married John Orlowski on September 10th, 1983.

Audrey Gryniewicz Knight '83 was married on June 4th, she travelled on her honeymoon in Japan and Korea.

Laura Mahoney '83 is delivering babies at the Birth Center, Charleston, WV 25314, and also, working at the Women's Health Center. "I love being a midwife and every day appreciate the training I received from the Yale Faculty!"

Cassy Pollack '83 is a consultant for Ernst & Whinney in Hartford.

Becky Reed '83 bought a house in Columbia, KY. She writes that she feels like she's in a foreign country -- time seems to have stopped - it's like the 50's there. State minimum wage is lower than the national - cost of living, much less than in the East. Much planning to be done to get the clinics organized and approved.

Donna Diers '64 gave the plenary address to the New York State Nurses Association Convention in Albany in October. She spotted other YSN alums at the meetings: Nancy Wineman '77, a member of the Board of Directors of NYSNA and a doctoral student at University of Rochester; Sharon Bidwell Cerone '74, also a doctoral candidate at University of Rochester; Janet Mance '56, very active in the economic and general welfare program and legislative activities of the Association; Sarah Kellar '81, who presented a poster session on her research; Deb Holdeman '83 new and active graduate, working in Brooklyn as a nurse practitioner.

## Changes of Address

Violet H. Amidon '33, 6055 21st Street North, #J-4, St. Petersburg, FL 33714.

Shirley Carlson Bown '33, 255 Grove Street, Brevard, NC 28712

Ruth Christian Twaddle '33, Friendship Village, 2625 East Southern Avenue, Apt. C-308, Tempe, AZ 85282

Lillias Duncan Adams '34, Baysmont - Apt. 239, 100 Netherland Lane, Kingsport, TN 37660.

Eleanor Keating Gill '38, 1209 North Indies Circle, Bay Indies, Venice, FL 33595.

Rachel Hall Turney '40, P.O. Box 662, Pawleys Island, SC 29585.

Florence O'Donoghue Coggins '43, 6610 Seagate Avenue, Sarasota, FL 33581.

Arvilla Humez Vaughan '43, 709 Reed Avenue, Norman, OK 73031.

Anne Tilghman Boyce '44, 124 North Haugherty Street, Black Mountain, NC 28711.

Mary Root Saunders '46, 4355 Gabriella Lane, Winter Park, FL 32792.

Marjorie Schultz Gerth '47, R.D. 2, Box 399E 4, Montgomery, PA 17752.

Barbara Draper Johnson '47W, 7356 Via Laguna, San Jose, CA 95135.

Sr. M. Barat Corcoran '50, Sisters of the Sacred Heart of Mary, House #391 S/D, Danzamora Township, Mutare, Zimbabwe.

Betty Bowman '51, 675 South Alton Way, #2D, Denver, CO 80231.

Diane Dallye Frost '54, 621 Lido Park Drive, Apt. C-3, Newport Beach, CA 92663.

Margaret Kwei Chang '55, 763 Santa Olivia, Solana Beach, CA 92075.

Marguerite Gabriele '55, Hamre Lane "The Commons", Apt. 13B, Branford, CT 06405.

Joanne L. Hurd '56, 17429 77 Avenue, Edmonton T5T 0H9, Alberta, Canada.

Roslyn Elms '63, 1212 Fordham Drive, Davis, CA 94616.

Elizabeth Z. Mayberry '63, 16 Church Street, North Warren, PA 16365.

Sharon Rising '67, 44 Sunnybrook Bend, Waterbury, CT 06708.

Marilyn Schmidt '70, c/o Quinn, 126 Tennessee Avenue, N.E., Washington, DC 20002.

Barbara Dobay '72, 377 Penfield Road, Fairfield, CT 06430.

Carolyn Mazur '72, 400 North Inglewood, Apt. 16, Russellville, AR 72801.

Beth Meintrup Smith '73, 8702 Green Valley Drive, Houston, TX 77055.

Madelon Visintainer '74, 30-B Briarwood Lane, Branford, CT 06405.

Mary Walker '74, 30 Nash Street, New Haven, CT 06511.

Marjorie Richardson Bullard '75, Mountain View Knolls, Apt. 1-F, Fishkill, NY 12524.

Kathleen Reilly Powderly '75, 560 Riverside Drive, #4-N, New York, NY 10027.

Celia Mukai '76, 2567 Laau Street, Apt. 35, Honolulu, Hawaii 96826.

Marilyn McHugh Rochester '76, P.O. Box 2468, Nantucket, MA 02584.

Sen Lin Speroff '76, 3485 Sherwood Drive, Solonad, OH 44139.

James O'Malley '77, P.O. Box 248, Government Camp, OR 97028.



Sarah Potter '77, 344 West 72nd Street, #9-F,  
 New York, NY 10023.  
Jeanne Roszala-Herbst '77, Saybrook Road,  
 Haddam, CT 06438.  
Jill Strawn '77, 290 Willow Street, New Haven,  
 CT 06511.  
John Archer '78, 3712 Croydon Road, Baltimore,  
 MD 21207.  
Anne D'Antuono '78, 259 Harbor Street, Branford,  
 CT 06405.  
Mary V. Hatton Gibson '78, Middle Road,  
 Colchester, VT 05446.  
Joe Paul Canchola ex '79, 3401 Mountain Drive,  
 Hagstaff, AZ 86001.  
Christopher Cannon '79, 153 Wainwright Place,  
 Stratford, CT 06497.  
Jane Pittenger '79, Family Health Center of  
 Florence, P.O. Box 6000, Florence, OR 97439.  
Terry Fox Stoller '79, 1 Howard Avenue,  
 Branford, CT 06405.  
Karen Suchanek '79, 50 Wakefield Street, Hamden,  
 CT 06517.  
James Sullivan '79, 1674 N.E. 172nd Street,  
 North Miami Beach, FL 33162.  
Deborah Acker '80, 1331 Deerwood Drive, Ukiah,  
 CA 95482.  
Gloria Fazio '80, 36 Mile Common, Easton, CT  
 06425.  
Margaret Flinter '80, 906 Elm Street, New Haven,  
 CT 06511.  
Jody Gross '80, 3241 McDonald Street, Coconut  
 Grove, FL 33133.  
John R. Roberts '80, 45 Salcombe Street,  
 Dorchester, MA 02125.  
Helen Sirica '80, P.O. Box 4484, Arcata, CA  
 95521.  
Christina G. Conforti '81, 1 Campbell Avenue,  
 Apt. 112, West Haven, CT 06516.  
George Eckenrode '81, 431 Appletree Road, Camp  
 Hill, PA 17011.  
Cheryl Izen '81, 43 Sewall Street, Marblehead,  
 MA 01945.  
Deborah Jansen '81, 62 State Street, Guilford,  
 CT 06437.  
Heidi Kylberg '81, 2523 Grove Avenue, #2,  
 Richmond, VA 23220.  
Janet Nosek '81, 44 River Colony, Guilford, CT  
 06437.  
Fred Pond, Jr. '81, 2709 B North 30th Street,  
 #5B, McAllen, TX 78501.  
Dian Sparling '81, 324 Jackson, Fort Collins,  
 CO 80521.  
Ann Williams '81, 58 Downing Street, New Haven,  
 CT 06513.  
Susan Lee Cooley '82, 385 Huron Avenue, Apt. 1,  
 Cambridge, MA 02138.  
John H. Cunningham '82, 101 West 15th Street,  
 Apt. 1-F-North, New York, NY 10011.  
Rachel Frazin '82, 2320 East Bradford, #2,  
 Milwaukee, WI 53211.  
Nora D. Glass '82, 6 Promontory Drive,  
 Cheshire, CT 06410.  
Barbara Maddox '82, 1245 Southeast 49th Street,  
 #14, Portland, OR 97215.  
Jude Sim '82, 8 Brooks Avenue, Apt. 21, Venice,  
 CA 90291.  
Estevan Acuña '83, 1700 Atlantic Drive,  
 Modesto, CA 95351.  
Susan Andrews '83, 506 Whitney Avenue, New  
 Haven, CT 06511.  
Patricia M. Antos '83, 338 East Street, Hingham  
 MA 02043.  
Carol Bandura '83, 3590 Arthur Court, #2,  
 Boulder, CO 80302.  
Susan Bogar '83, 38 Parkvale Avenue, #1, Allston,  
 MA 02134.  
Marcy Caplin '83, 13 Cottage Place, Trumbull,  
 CT 06611.  
Frances S. Combe '83, 59-33 155th Street,  
 Flushing, NY 11355.  
Anne Enos '83, 1025 Southern Artery, #606,  
 Quincy, MA 02169.  
Donna Haggarty '83, 301 Oliver Road, New Haven,  
 CT 06515.  
Nancy B. Hall '83, B 207, 7350 Via Paseode Sur,  
 Scottsdale, AZ 85258.  
Cornelia Handy '83, 245 Edwards Street, #4,  
 New Haven, CT 06511.  
Lauretia Henderson '83, 628 East Linden Street,  
 Tucson, AZ 85705.  
Deborah Holdeman '83, 35 Bedford Street, #29,  
 New York, NY 10014.  
Barbara J. Hume '83, 101 Howe Street, New Haven,  
 CT 06511.  
Maridel Johnson '83, 90 Bay Shore, Plymouth,  
 MA 02360.  
Karen Kane '83, 529 Brighton Avenue, Portland,  
 ME 04103.  
Veronica Kane '83, 434 West Diversey Parkway,  
 #2-C, Chicago, IL 60614.  
Jan M. Kriebs '83, 33 Aberdeen Road, Arlington,  
 VA 02174.  
Christine D. Krutsky '83, 202 Lacey, Bamberg,  
 SC 29003.  
Linda Lenoco '83, 51 Andrews Street, New Britain,  
 CT 06051.  
Lorraine Long '83, 1946 North Seminary, Chicago,  
 IL 60614.  
Laura Mahony '83, 249 Oakwood Road, Charleston,  
 WV 25314.  
Lynette Marshall '83, 2152 North Cleveland  
 Avenue, Chicago, IL 60614.  
Penny Braverman McKay '83, 2 Pleasant Street,  
 South Natick, MA 01760.  
Rebecca Olin '83, 4232 South 104 East Avenue,  
 #1708, Tulsa, OK 74146.  
Joyce M. Oliphant '83, 57 Towne House Road,  
 Hamden, CT 06514.  
Rebecca Reed '83, 105 Montgomery Avenue,  
 Columbia, KY 42728.  
Eileen Sherburne '83, 928 North 68th Street,  
 Wauwatosa, WI 53213.  
Lisa Summers '83, 1100 Augusta Drive, #17,  
 Houston, TX 77057.  
Victoria Vasquez '83, c/o E. Davis, 63 Avondale  
 Road, Newton Center, MA 02154.  
Patricia Wilson '83, 7403 West 143rd Court,  
 Apple Valley, MN 55124.  
Marguerite Witmer '83, 402 Northeast 31st Street,  
 Apt. 311, Rochester, MN 55904.



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